

Aram's Daily Communication Sheet

Date: _____

Goal # (s)	Adaptation # / used for _____	* Level of Independence	* Prompts Provided
1, 2, 3	1. outlining / reading worksheet – cut and paste	<i>mod</i>	<i>PP</i>
2, 3	6.& 7. keyboarding during writing time	<i>min</i>	<i>PP</i>
4	10. lying on carpet – during storytime- Aram signaled answers to teacher questions with his right hand	<i>max</i>	<i>VP</i>
	Anecdotal Comments: This is a real step forward for Aram – he really did more of the cutting than ever before... Keyboarding required significant physical prompting – probably close to 95% but not quite 100%		

* Key

Dep. = Dependent (100% paraeducator)

Min.= Minimum independence (75% paraeducator, 25% Aram)

Mod. = Moderate independence (50% paraeducator, 50% Aram)

Max. = Maximum independence (25% paraeducator, 75% Aram)

Indep. =Independent (100% Aram)

VP = Verbal Prompt

PP =Physical Prompt

IEP Goals for Aram:

1. Acquire independence in tasks of daily living
2. Participate in general education curriculum
3. Improve eye/hand coordination
4. Strengthen left side

1st Grade Classroom Adaptations for Aram (based on his IEP)

1. Outline handouts for coloring or cutting with 1/4" marker. Provide hand-over-hand guidance when Aram starts to cut, but reduce guidance as he acquires proficiency.
2. Present materials to Aram to the right of his visual field (because of a left-field deficit approximately 45 degrees from midline).
3. Whenever manipulative objects are used in class, direct A to grasp objects and provide hand-over-hand guidance as necessary for him to grasp objects to strengthen his thumb and index finger grasping. As proficiency increases, reduce guidance.
4. Offer bead stringing as an optional activity when A has completed assigned tasks, or during class times when he is unable to participate in typical instructional activities. The purpose is to practice patterning and to improve visual/motor activities. Encourage independence by using a plastic straw supported with clay on the table. Guide him to use self-talk about the patterns (as directed).
5. A's ability to write is limited, so while the rest of his class writes sight words, he writes only one or two words then changes to the use of letter stamps to put words on paper.
6. Computer adaptations: use enlarged numbers and letters on keyboard and screen
7. When other students are writing, paraeducator or teacher takes dictation from A, or assists with the use of a tape recorder to record his story / ideas. As his keyboarding skill increases, replace dictation and tape recording with keyboard his ideas.
8. Provide physical prompts paired with verbal prompts. Then, fade the physical prompts and use only verbal prompts when A uses the bathroom, or is dressing to go outdoors to encourage his independence in removing and replacing his elastic waist clothing.
9. Use verbal prompts to remind A to keep his left hand on the tabletop or to use both hands when carrying objects. Remind him to self-monitor and use self-talk.
10. Whenever other students are working on activities on the floor, put A in a prone position on hands and knees and ask him to pick up or manipulate objects with his right hand. This encourages him to put weight on his left side and build strength on that side. Make a game of it, involve other children, to avoid the appearance of A being different.